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Language Learning in Integrating and Empowering Russian-speaking Elderly Immigrants

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<p>The purpose of this functional thesis was to create a language learning material aimed for elderly Russian-speaking immigrants that would empower them and help them to integrate better into the Finnish society. This thesis was done in cooperation with the labour market partner low-threshold meeting place project Tsaikka. The material covers various topics that concern everyday-life of an elderly immigrant, e.g. residency and health care services. The aim was that the clients would get information about the services and possibilities in the Finnish society as well as the means to talk about them, so that they would be able to contact the service provider themselves when in need. The learning material was created with “Finnish in Finnish”-principle, and it was tested by giving lectures for the clients in Tsaikka.</p> <p>The theoretical framework of this thesis was integration and the importance of language in supporting it. Language is also the main point of view when looking into empowerment of immigrants, and how it helps in reaching the feeling of sovereignty. Furthermore, the aspect of age was also taken into account when planning and executing this thesis.</p> <p>The Finnish learning material served its purpose well. The clients experienced that they had learned new things that would help them in their everyday-lives. The clients got closer to the feeling of sovereignty when they understood the surrounding society better and they were able to take care of things more independently thanks to the improved language skills. In the future different service providers, whose clients include elderly immigrants, could utilize this material. Because the material and lectures had “Finnish in Finnish”-principle, this material could be used with any language group.</p>	
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<p>Tämän toiminnallisen opinnäytetyön tavoitteena oli luoda suomen kielen opiskelumateriaali ikääntyville venäjänkielisille maahanmuuttajille, joka voimaannuttaisi heitä ja auttaisi integroitumaan paremmin suomalaiseen yhteiskuntaan. Opinnäytetyö tehtiin yhteistyössä matalan kynnyksen kohtaamispaikka projekti Tsaikan kanssa.</p> <p>Opiskelumateriaali käsittelee aihealueita, jotka koskettavat ikääntyneen maahanmuuttajan arkea, esimerkiksi asumista ja terveystalveta. Tarkoituksena oli, että asiakas saisi sekä tietoa suomalaisen yhteiskunnan palveluista ja mahdollisuuksista että keinot puhua niistä, jotta asiakas kykenisi itse ottamaan yhteyttä palveluntarjoajiin tarpeen tullessa. Oppimateriaali on luotu "suomea suomeksi"-periaatteella, ja sitä testattiin pitämällä oppitunteja asiakkaille Tsaikassa.</p> <p>Tämän opinnäytetyön teoreettinen viitekehys oli integraatio ja kielen merkitys sen tukemisessa. Kieli oli myös päänäkökulma tarkastellessa maahanmuuttajien voimaantumista, ja miten se auttaa saavuttamaan täysivaltaisuuden tunteen. Oppimisen ikäaspekti otettiin myös huomioon työtä suunnitellessa ja toteutettaessa.</p> <p>Suomen kielen oppimateriaali palveli tarkoitustaan hyvin. Asiakkaat kokivat oppineensa uusia asioita, jotka auttavat heitä jokapäiväisessä elämässään. Asiakkaat pääsivät lähemmäksi täysivaltaisuuden tunnetta, kun he ymmärsivät ympäröivää yhteiskuntaa paremmin ja he kykenivät hoitamaan asioitaan itsenäisemmin kohentuneen kielitaidon myötä. Tulevaisuudessa tätä suomen kielen oppimateriaalia voisivat hyödyntää erilaiset palveluntarjoajat, joiden asiakkaisiin lukeutuvat ikääntyneet maahanmuuttajat. Koska materiaali ja oppitunnit olivat "suomea suomeksi"-periaatteella, tätä materiaalia voidaan käyttää minkä tahansa kieliryhmän kanssa.</p>	
Avainsanat	integraatio, voimaantuminen, ikääntyneet, maahanmuuttajat, kielen oppiminen

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1 Introduction

Immigrants from the areas of former Soviet Union with over 65 years of age are the biggest aging immigration group in Finland (Heikkinen & Lumme-Sandt, 2014). Majority of this group is Russian-speaking. This population is aging, and the Finnish service structure is not prepared for that language-wise. In 2004 it was researched that only 12% of aging Russians had sufficient Finnish skills. Because of their age (over 65 years) they do not belong to the labour market education programs; hence they also do not receive the language education. Many statements have been made that the aging immigrant population need language training, but no one is taking the responsibility to arrange that. The challenge of combining education and the high age of the possible participants was also brought up. (Heikkinen & Lumme-Sandt, 2014) Unsuccessful integration can lead to depression, feeling unsafe, and overall decline in wellbeing, so it is important that the process gets support (Heikkinen, 2015).

In this functional Bachelors thesis I will look into the everyday-life of elderly Russian immigrants and how language learning can support it. The main focuses are to further integration of the clients and support their empowerment. As an end product I have created a Finnish language learning material for Russian-speaking immigrants with over 65 years of age. The emphasis on the learning material is to explain different available care health services and to talk more about living in Finland. The idea is that the client gets an overall understanding of the topic as well as skills to talk about it. The material was tested out in the form of Finnish language lectures, and both the material and the lectures were conducted with "Finnish in Finnish"-principle. The initiative for this thesis came from my labour market partner Project Tsaiikka.

Next I will explain the theoretical background of my work. Then I will move on to introducing my labour market partner, after which I will begin to explain the Finnish learning material more in detail.

2 Background

2.1 Immigrants

Immigrants are often defined as people with foreign nationality who are planning to stay in the country for a longer period of time. An individual who has been born in Finland to

an immigrant family might also be referred as an immigrant, as so-called second-generation immigrant. (Väestöliitto, n.d.)

Remigrants are those who have or whose children have returned their country of origin (Väestöliitto, n.d.). One of the biggest remigrant groups in Finland is the Ingrian Finns, the people who live in the land of former Soviet Union and have their origins in Finland. In the 1990 president Mauno Koivisto declared that the Ingrian Finns are going to be treated as remigrants, which boomed the migration back to Finland, adding the number of Russian-speaking population. (Heikkinen, 2015.) Russian-speaking immigrants are the biggest immigrant group in Finland, and the size of it has doubled in the last decade alone. In the end of the year 2016 there were about 75 000 immigrants whose first language was Russian. (Cultura, n.d.) In 2016 there were 17 176 Helsinki citizens, whose first language is Russian, which makes 19% of people with foreign language living in Helsinki (Helsingin kaupunki, 2017).

2.2 Integration

Integration is a process where the immigrant finds his or her own place to be and to act in the society (Saukkonen, 2016). The immigrant will learn skills and knowledge they need in the society of the new host country. This could for example mean learning the language, finding a job or a study place, and getting new social contacts. (Infopankki, 2017.) According to the acculturation theory in integration individual values their own background and cultural identity and keeps it as a resource while respecting surrounding society and participating in it. In successful integration the balance between own culture and the mainstream culture is found. (Berry, 1997.)

The Finnish word 'integraatio' can mean adaption, unifying, and modulating, and it is a term used widely for example in economics. In the Finnish language word 'kotoutuminen' is used to describe integration of an immigrant. The tone between 'integraatio' and 'kotoutuminen' is different in the Finnish language. The word 'kotoutuminen' sounds more positive with the word referring to home, hence the associating the word with the idea that the individual has to feel like home in the new country in order to truly adapt to it. (Paananen, 2005, p. 177.) When using the term 'integration' in this thesis, I also refer to the Finnish counterpart 'kotoutuminen'.

It has been identified that learning the language of the host country is one of the most important elements in integration. Adamuti-Trache (2012) explains how language skill is

a form of human capital, and that language skills are linked directly with economic possibilities and access to sociocultural communication. Willingness to invest energy and time into learning postmigration language plays critical part in integration, but the host country has to participate in creating opportunities for language practice in order to facilitate the process of integration (Adamuti-Trache, 2012). A person can live in a country without the language skill for decades, but never fully integrate into the society (Martin, 1999, p. 173).

Adequate postmigrate language skill is essential for immigrant's wellbeing. Integration process as a whole is affected by the state of knowing the postmigration language: possibilities in education and work, opportunities to influence, usage of the services, employment, social connection with the mainstream population, and general feeling of comfort and the will to stay. (Tarnanen & Suni, 2005, p. 9.) Additionally adequate postmigrate language skill creates the feeling of safety and it promotes equality between immigrants and the mainstream population (Martin, 1999, p. 174). A narrow understanding of language skills is adopting the general grammatical know-how, but a wider perspective also includes the communication that is a solid part of individual's identity and feeling of belonging into a community (Tarnanen & Suni, 2005).

2.3 Legislation

In Finland there is an Act on the Promotion of Immigrant Integration, which purpose "s to support and promote integration and make it easier for immigrants to play an active role in Finnish society. In the Act integration is also described as a multi-professional promotion and support of the integration process. (Laki kotoutumisen edistämisestä 2010/1386.) This integration process is often seen as a two-way process; both the service provider and the immigrant have to make a full effort in order to reach successful integration. Integration cannot be given to the immigrant through providing services, the immigrant him/herself have to work hard for it as well.

The integration services are part of the municipal basic services, and the public employment and business services. The first part of the services is to provide basic information to the immigrants about their rights and responsibilities in the Finnish working life and society. This basic information is given in the early days of connection, for example during the registration of the right of residence. Guidance about the integration services should be given to the immigrant as well and they should get referred to the right service provider. (Laki kotoutumisen edistämisestä 2010/1386.)

A personalized integration plan should be made if the immigrant is unemployed or receives income support. In the plan the need for services and measures that support integration gets assessed. Objectives can for example be bettering the language skills or getting training for working life. The integration plan ensures that both parties are committed to working towards the set objectives. The first integration plan has to be made within three years of gaining the first residence permit in the country, and the maximum time that the immigrant is entitled to the integration plan is three years. (Laki kotoutumisen edistämisestä 2010/1386.)

This Act came into force in 2011, which means that it has not reached those who have gained the residence permit earlier on. In the previous Act integration was defined as immigrant's individual development with the objective of participating in the working life and the activities of the society while maintaining one's own language and culture. (Laki maahanmuuttajien kotouttamisesta ja turvapaikanhakijoiden vastaanotosta (kumottu) 1999/493.) The emphasis on the integration lied on the working life aspect, which is problematic among aging immigrants who before long were going to retire.

Also if the immigrants have a study place or a job they are left without the integration services unless they have a heavy reason to receive them. From language learning point of view this means that learning the new language is the immigrant's responsibility and they have to find their own means to do it. Weak language skills can eventually lead to dropping out of school and becoming unemployed (Terveystieteiden tutkimuskeskus, 2017).

2.4 Empowerment

An empowered individual has found own personal resources and is self-determined. The basic idea behind the term 'empowerment' is that you are not able to give the power to someone, but the power has to come from the person itself. Becoming empowered is a personal and social process that cannot be transferred from one person to another. (Siitonen, 1999, p. 93.) On an individual level empowerment is linked with being in control of one's life. Empowering processes give the individuals possibilities to feel this control. On a community level empowerment means that the individual participates in their social surroundings and is an active citizen. (Nissinen, 2012.)

When talking about empowerment in a multicultural context, connection to integration is inseparable. Integration and empowerment walk hand in hand and they affect one an-

other. It takes a lot of power from an immigrant to believe in that going through the integration process is worth it, and on the other hand succeeding in the integration process is empowering on its own. (Nissinen, 20012, p. 11.)

Among immigrants the feeling of sovereignty was the key factor in reaching empowerment (Nissinen, 2012, p. 65). Nissinen has listed various theme factors that describe different sides of sovereignty. It is vitally important that the individual is able to live a meaningful life in the new surroundings and feel the control of that life, whilst feeling that they are being valued and recognized. The said theme factors are

- human rights and basic security
- freedom
- importance of language skills
- certainty brought by knowledge
- being able to tell about one's self
- respect to one's own history and culture

Nissinen continues that language skills are a necessary tool to get that feeling of sovereignty. The meaning of the new language in this is quite self-evident. The social surroundings are filled with information that is needed in order to function in that said surrounding. Language is the key in reaching that information, because without mutual way of verbal communication it is impossible to fully interact with others. With the gained knowledge it is possible to steer one's own life.

Empowerment is a process or a series of events that is affected by the operating environment. This means that in order to reach best outcomes in empowerment the individual has to be in beneficial surroundings. (Siitonen, 1999.) In a learning situation this surrounding should be approving and encouraging so that the learner can make a positive interpretation of the situation (Nissinen, 2012, p. 90).

2.5 Age and language learning

Learning can be seen as understanding, viewing things differently, and maybe even changing as a person. Through learning and education it is possible to facilitate participation in the society that allows aging individuals to have a positive quality of life. The role of learning is significant in productive ageing, because it helps individuals to keep up with the advances in the surrounding society as well as to keep the mind active. (Boulton-Lewis, 2010.)

With age come different changes in social, physical, and psychological efficiency, and generally speaking aging reduces functional capacity in every sector. The reduction in efficiency is often a result of different health problems. The main impacts for learning new language come from changes in cognitive functioning: observation functions, memory functions, learning, linguistic functions, and general thinking. (Kivilompolo, 2011.) This means that learning new things is not as easy as it used to be and remembering the new acquired skill is more difficult.

Adamuti-Trache (2012) identified that elderly immigrants have disadvantages in learning the host country's language, as they often have poor opportunities in education, and they are in many instances unable to use informal learning outlets (e.g. digital media). Furthermore as they are not in the working life they do not get the opportunity to enhance their language skills via engaging in social practices. Therefore it benefits them to have a joint learning surrounding where they get guidance and a chance to practice language in a safe environment.

Boulton-Lewis (2010) examined general issues of ageing, learning, and education as well as specific issues of why, how, and what elders want to learn. In her paper she looked into the reasons why elderly want to learn, and she stated that need of learning a variety of unknown tasks was the main reason for learning. Changes in life situations, for example becoming a carer for one's spouse or becoming a widow, require new skills from an individual. The most important learning desires are coming from health and safety issues, and the elderly would like to be able to address them correctly. Boulton-Lewis also stated that the elderly prefer learning through less formal activities, for example reading and conversation.

The usage range of the second language might stay narrow, if a person is not interacting with the other people using that language. (Sajavaara, 1999, pp. 74-75.) Learning new language using the language in question makes the learning process more meaningful. The reason behind this is that the language is seen as a tool for the learning process rather than as the taught subject. It increases the idea that language is used to convey authentic content, in other words it emphasizes the communicative perception of language. (Järvinen, Nikula & Marsh, 1999, p. 233.) When a person is getting constant, rich

language stimulus, the learning happens almost by itself, without giving particular attention to the subject of teaching. This only requires, that the person actively participates to the lesson. (Järvinen, Nikula & Marsh, 1999, pp. 234-235.)

2.6 Problematics of the current ways of handling the language barrier

Heikkinen and Lumme-Sandt (2014) investigated the problems that surround the use of different interpreters: sometimes it is impossible to get a service structure knowing professional interpreter, and using them would not be sustainable in the long run. Using client's family member as interpreters is problematic as well, because the communication between the service provider and the client should happen without a middleman. The Act on Supporting the Functional Capacity of the Older Population and on Social and Health Services for Older Persons says that the services should be available both in Finnish and in Swedish, which rules out the "need" for an interpreter, but the law also states that the access for the services should be equal for everyone. This dilemma has been going on for years. (Heikkinen & Lumme-Sandt, 2014.)

3 Process of the making the material and usage

3.1 Labour market partner

Tsaikka is a project started in April 2015 for Russian-speaking immigrants with age of 65 and over, with the main objective to create a low-threshold meeting place and information point for its clients, where they could get information about the Finnish service system, get help with contacting different service providers, and receive guidance and support in their everyday-lives. The clients can get Tsaikka's services in their own native language Russian.

Pyhän Helenan Säätiö, a private elderly care home and foundation, co-ordinates the project. Partners include Russian Charity Association In Finland, Cultura-foundation, and the Society for Memory Disorders Expertise in Finland. Project Tsaikka is funded by STEA and it is planned to run until the end of 2018.

Tsaikka produces a lot of activities for its clients. In the program there is for example a great variety of handicraft workshops, physical education, lectures given by experts, health groups, and excursions. There are also different Finnish language learning groups almost every weekday. There is a group that focuses mainly on grammar, a group that uses Toisto-method that is aimed for learners with zero level in the language, and a newspaper group where they go through the news of the day together.

Moreover the staff of Tsaikka gives individual service guidance for the clients if they have questions about their life situation and the possible need of supporting services. The entire program is not guided, meaning that the clients can pop by whenever they like to meet other Russian-speaking elders and form peer connections. Tsaikka has been a popular place and there have been a lot of clients even though the information about the place has gone around mainly based on the hearsay.

I did my second internship in Tsaikka in spring 2016 and I was asked to have Finnish lessons once a week for the clients. Tsaikka already provided teaching Finnish with different methods, but there was a need for classes for the more advanced Finnish learners. I inquired from our clients what they would like to learn and the most popular answer was everyday Finnish; how to call to the health care centre or the dentist, or the emergency number. They also wanted to learn more about the Finnish society and unwritten rules in order to understand the surrounding world and to integrate better. It was settled that my language group would be learning Finnish in Finnish, because I have no skills in Russian, and that way it would be possible for me to facilitate the lectures independently without my supervisors interpreting what I had to say. The first set of lectures took place between April and June 2016.

I went back to Tsaikka for my third internship that started in July 2017. During that year between the internships I made small adjustments to the material. Throughout my third internship I facilitated lectures again to ensure that the material was working fluently. Later on it was settled that the learning material would be uploaded to Tsaikka's webpages where anyone could get access to it, and it could be shown as one of the outcomes of the project.

3.2 Making the material

Constructing the material started from identifying what could support the clients' everyday-life, so I began making an early version by asking my clients what they wanted to learn. They already had a language group that focused on grammar and writing, so they wanted to learn spoken Finnish from a native Finnish speaker. They wished to learn health care dialogues and vocabulary, and how to contact the service providers.

Focusing on subjects that were present in the clients' lives was vitally important in order to truly benefit them. When they have a safe space to practice dialogues and vocabulary together as well as ask questions about the subject, it reassures and encourages them

to use the gained knowledge in their everyday-lives. The learning material is formed so that it is easy to have it with you as a support when for example making a phone call to the health care centre.

The Finnish lectures took place once a week and they were constructed around the learning material. During the one-hour classes we would go through the material together and the clients could ask questions whenever they liked. The emphasis was on oral exercises and no written tasks were required in order to keep the learning surrounding informal. Repetition was essential so the dialogues and vocabularies were practiced with diverse approaches, for example through pair work and oral quizzes. The clients wanted to hear correct pronunciation, so it was important that there was a native speaker to repeat the words and explain how to pronounce them correctly as well as to tell if there was a spoken language or a slang term that were often used for the words in question. Lectures with the same subjects were held several times throughout my two internships.

3.3 Spelling alphabets

I decided to start with spelling alphabets. I had already worked in Tsaikka for a couple of weeks and had noticed that I was struggling with the Russian names. I always had to ask the clients to spell them out for me, which was sometimes difficult because there was no mutual way to do it, so I thought that this was probably the case when they interacted with other service providers as well.

I looked up the most commonly used Finnish spelling alphabets and made the material for it. I also included numbers, so that we could practice saying the social security number as well. We discussed about the social security number a lot, because there is so many ways to say it in Finnish (e.g. sotu, henkilötunnus, hetu). Many of the clients were not aware of the variants, and they told me that sometimes when they were on the phone they hanged up when they were asked to give their social security number, because they did not know what the person on the other end had meant.

During the lecture we kept repeating the alphabets and made small exercises around them. For example everyone had to spell their names out loud to other participants, I spelled out some words the clients had to write down, and they quizzed each other in pairs.

I kept repeating the spelling alphabets and social security numbers throughout all of the lectures so that the clients would properly internalize them and be able to spell their

names and security numbers without hesitation in the future. For many the spelling was the thing that gave them the biggest pressure, because previously when interacting with the service providers it was the first stumbling block that would prevent them from getting services.

3.4 Health care services

I began to research available online materials, because there was no possibility to get a textbook of any form. I found some material online that gave me direction for my work, but none of them worked well as they were. Firstly, I could not find any age specific health care material that would have the vocabulary that an aging person would need. Secondly, most of the material I found was too general, meaning that the clients might learn something but have no context to put it in. By this I mean that municipal health care services have very specific way of dealing with clients and you have to be aware of these habits in order to get the service you need, but these materials did not take that into account. For example the way that you can contact to the health care centre is very specific, and the already existing material did not include that.

Furthermore, I got the feeling that not all my clients were aware of the available services, so I should also introduce the services and provide the basic information about them in order to get the best outcome. I chose to introduce Helsinki city's municipal services because all of my clients live in Helsinki. Every service I would introduce was going to have direct information from Helsinki city's Internet pages or other official Internet page, including the phone numbers if possible. I chose to have lectures about the emergency number, the dentist, and the health care centre.

Every subject started with me introducing the service, what it was for, what were the criteria for getting it, and how to contact them. Then I got the clients to talk about the service, mainly about the criteria, and together we listed situations when the service could be needed.

Then we moved on to the vocabulary. I had just the Finnish words because I did not know Russian to be able to translate them correctly. This ended up being a good way to discuss about the subject and make sure that everyone learned it. I would explain the words in another way in Finnish or use pantomime, and then the clients would come up with the Russian counterpart and write it down. This ensured that everyone was on the same page in terms of what the words meant in Finnish context, because sometimes the

Russian way of seeing for example a disease or a symptom differed from how we see them in Finland.

After the vocabulary we would go to the dialogue. All of the dialogue situations were phone calls that the client would make to the service provider. They included saying the social security number, explaining the situation why the service was needed with some follow-up questions, and setting up an appointment. The clients practiced them in pairs and made some variants of the dialogue, for example they would switch symptoms or time of day. Then few pairs would perform their dialogue for the whole class.

The lecture about the emergency number focused only in calling the ambulance in the case of a serious health issue. Even though the criteria we discussed about with the clients concerned also for example criminal offences, I made the decision to focus the vocabulary and dialogue only on the health matters. If I had taken every aspect of the emergency number into account, the lecture would have become too wide and ended up being inconsistent. Furthermore it was the clients who specially required the health aspect of the emergency number.

The point of the printed hand out material was that the client could have it as a support when calling to the service provider, so it was important to make it as clear as possible.

3.5 Living in Finland

I also had lectures about everyman's rights and residency according to the clients' wishes.

As almost all of my clients live in an apartment provided by Helsinki city, I conducted the learning material about residency around Heka Oy's guidelines. Quite often the clients would face problems with their living situation, for example leaking taps or broken doors. The lecture about residency proved to be really useful, because most of the clients did not know whom they would have to contact if something came up. Going through the vocabulary cleared out for example the difference between a janitor and a property manager. The clients shared their situation at home, and most of the examples were real life problems the clients were experiencing at the current time. Therefore the lecture gave them concrete help, because many had just endured with their situation, but now they knew exactly whom they should contact.

The housing rules material consisted a list of the most common and important rules. We went through them with the clients one point at the time, and we would discuss about each point. For example when we talked about the night rest, I would also say that it is not acceptable to play loud music at two in the morning, and encouraged the clients to make their own examples as well. Most of the clients had had a neighbour who had broken the housing rules, and they were sharing their experiences with the other participants.

The everyman's rights were mostly familiar to the clients. After we had gone through them, the clients discussed about how they use the everyman's rights. They for example shared their best tips on finding mushrooms and berries. Then the clients chatted about how making the use of the nature's resources was a lifeline back in their childhood. They got to share their past and they found out that others have come from similar conditions.

3.6 Kela

Even though health care and social services walk hand in hand, I found it very difficult to include the social services in my material. The need for social services differs a lot depending on the client's needs, especially the social services the city offers, so it was challenging to conduct material that everyone could benefit from. During my second internship Tsaiikka had a Russian-speaking social worker visiting and giving a presentation about Kela and the services our clients could get, and the clients had the chance to ask questions. The need for this lecture was not immediate, so I held back with this subject and conducted the material during my third internship. The lecture about Kela was held in late August 2017, and this subject was the last addition to the material.

I began the lecture by explaining what Kela is for. Then I described the most common benefit forms an elderly immigrant might need, and some most common words a person making a Kela application or receiving a decision faces. This particular material did not have a dialogue part, as most of the contact happens online and through letters, and there is a separate phone line for Russian-speaking clients. On this lecture I only had three clients, so the emphasis was on the free discussion and sharing their experiences. The clients were good friends with each other, so it was easy to get them to engage in the discussion.

4 Evaluation

4.1 Feedback from the clients

After each lecture I got direct feedback from the clients saying that they enjoyed my lectures and that the covered subjects were beneficial for them. Many clients expressed their satisfaction with having enough challenge with the topics, and they felt that they received information that was directly connected with their everyday lives and they were able to apply their learning right away.

In the end of my internship we collected written feedback from those who actively participated my lectures. The clients thought that the lectures I conducted around the learning material were answering to their needs. They felt that they received enough information about the health care services to make the contact themselves. They also liked about the subjects that concerned about Finnish society, and they felt they understood the surrounding society much better after the lectures.

“The Finnish language course was organized well. We learned about different themes.”

“I think that the Finnish language course was satisfactory, because it expanded our potential in

- spoken language
- communicating in different situations for example in the health care centre
- getting to know the Finnish culture, customs, and everyday life”

“She helped me making an appointment to the doctor, and taught me how to do it myself.”

“She held the lectures well, and she picked subjects that we need in our everyday life. It was good practice for us. It was also useful to speak with her, because we could speak only in Finnish.”

The best feedback was to hear that some of the clients really made appointments to the doctor and the dentist themselves after my lectures. During a reflective discussion with my supervisor we agreed that the lectures had benefited the clients, and they had gained more independence, self-determination, and overall confidence in their everyday-lives.

4.2 The material and lectures

The material served its purpose well, and the clients liked it. There was right amount of information to go through in an hour. The vocabulary and the dialogues were relevant to the topic and reflected the real-life situations, and the clients were able to write down the translations, synonyms, spoken language terms, and other notes on the material according to their needs.

The structure of the material was quite similar on each topic, which made the lectures a coherent set and they were easy to plan beforehand. When the lectures had the same familiar pattern, it was easier for the clients to attend because they knew what they could expect from the lectures.

The language lessons that I provided had an extra challenge since I speak no Russian; therefore there was no mutual language between the clients and me. My supervisor thought this was a good thing, because most of the times the clients would only speak Russian in the language classes, so now they had to use their Finnish with me. I observed that even though the clients were noticeable challenged with the language barrier, they were excited to practice their Finnish when talking to me.

The only downside of the lectures was that according to Tsaikka's practice the clients could join the lectures however they liked. There was no registration or enrolment of any form, so the attendees did not stay the same throughout the lecture series. There were participants who joined unregularly and those who would come only once. A group of active participants formed naturally, but most of the time I could not foresee how many clients would join my lectures. This gave uncertainty from the facilitation point of view, because the fluency of the group exercises and time consumption was directly connected to the number of participants and how well I knew them and their skills.

I was given one hour per lecture, but the time it took varied depending the amount of questions the clients had. For example if there were ten clients, they would have more questions and the general discussion about the topic formed effortlessly, but if I had only three clients, it took more effort from me to get the conversation going and keep it alive.

The clients practiced the dialogues in pairs and then demonstrated them in front of the group. If there were not many pairs in the lecture, I noticed that the clients were more nervous to present the exercises in front of others. In a bigger group the participants

would encourage each other and their friends would correct them in a friendly manner if they made a mistake. When there were fewer participants it was more likely that they were not friends with each other and the mutual supporting was not as present as in a larger group. The clients felt more pressure to perform well when there were fewer participants. Encouraging them and assuring that their Finnish skills are constantly improving and that they are allowed to make mistakes was essential.

These lectures demanded maybe more from the facilitator than a normal grammar-based language lessons would, as the facilitator had to have well-rounded knowledge about the presented topic. Firstly, it was vitally important that the information given away was correct. For example, the criteria for receiving health care services, or the phone numbers had to be accurate, so that the clients would not have problems with reaching out to the service providers later. Secondly, the facilitator must be ready to answer the clients' questions, and be able to explain the subject in a different way. As I had no skills in Russian, it was important that the subject could be explained simply so that the clients could grasp the core of the topic. Furthermore, it was essential to encourage the clients to share their experiences with the topic so that the facilitator could get better idea of what the clients are going through in their lives and in that way introduce new subjects to the lectures.

As this was my first internship where I facilitated group activities on my own for the first time, I learned the right means to do things through trial and error. From this thesis point of view it was not the best possible way, in case there were clients who dropped out because of my lack of skills. Luckily I got constant feedback and support from my supervisor, and she guided me through the whole process of holding the lectures if I had any moments of doubt.

4.3 Theory and practice

Like Boulton-Lewis recognized, the main motivation for the elderly to learn is to acquire skills for an unfamiliar task that was something they sooner or later would come across with. The clients wanted to learn dialogues and vocabulary that would help them to get through tricky situations in their everyday lives. They were most motivated to learn subjects about health care, because the need for the services is likely to increase when aging.

Learning Finnish in Finnish was an excellent way to improve the language skills of the clients. On some occasions the clients felt that they were just getting new information

about the surrounding society in Finnish, because it did not feel like a regular language lesson. Using language as a tool of learning instead of being the subject of it was very beneficial, as Järvinen, Nikula and Marsh had mentioned.

The learning surrounding stayed quite informal throughout the lectures, as it is Tsaikka's manner with organized activities. Low threshold service quite often means more laidback approach with facilitation, and this was very much present in Tsaikka. As Boulton-Lewis acknowledged informal learning is the preferred learning method among the elderly, so free conversation worked well with the clients. The most vital part of the lectures was to create a safe environment for the clients to practice their skills. The learning environment was very supportive, and the clients got to share their life with others. Furthermore, the learning environment was optimal for empowerment, as it was safe and supportive.

The user experience showed that the clients had become more empowered with the new acquired language skill. They were able to get closer to the feeling of sovereignty, when they gained more control in their lives. As according to Nissinen (2012), language skills are needed in order to reach the existing information in the surrounding environment. During these language lectures the clients also got to discuss about the information as well, when we for example went through the available health care services.

From integration point of view the clients gained more skills and knowledge about the Finnish society. They are more qualified to adapt themselves into it now that they got the guidance to the available services. They become more equal to the mainstream population once they can benefit from the same services. Furthermore, better language skills help them to get better access to sociocultural communication and form new relationships with the Finnish-speaking population. Like Tarnanen and Suni (2005) mentioned, language issues pierce the whole integration process, and is a prerequisite for immigrant's wellbeing.

5 Discussion

The process of making this thesis was an enlightening experience. It was interesting to investigate the integration of an elderly immigrant and the means to support it, because they are often a forgotten client group. It was rewarding to see the positive effect of the learning material and the lectures, and it showed that it is beneficial to offer this kind of service to elderly immigrants.

As the material provides just the basic information, and has no exercises, the methods in holding the lectures can be easily modified depending on the preferences of the facilitator. In the future I could also conduct general guidelines for the facilitators. Furthermore as a future development area I could work more on the looks of the material, for example getting illustrations and more appealing layout. I could also widen the variety of the lectures, and introduce new subjects.

As mentioned this learning material will be uploaded to Tsaikka's webpage for anyone to access and use. Even though this material was made with a specific language group in mind, it could work well as a tool for professionals working with elderly immigrants no matter their language as the material is in Finnish only. Heikkinen and Lumme-Sandt identified that learning the host country's language is difficult among elderly immigrants, because no one is taking the responsibility to arrange the education. This kind of informal learning in a low threshold service place in the third sector could be one of the solutions to the language problems elderly immigrants face.

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TAVAUSAAKKOSET

Tavausaakkosten avulla voit ilmaista kirjaimia väärinymmärrysten välttämiseksi, esimerkiksi puhelin-keskustelun aikana.

A	Aarne
B	Bertta
C	Celsius
D	Daavid
E	Eemeli
F	Faarao
G	Gideon
H	Heikki
I	Iivari
J	Jussi
K	Kalle
L	Lauri
M	Matti
N	Niilo
O	Otto
P	Paavo
Q	Kuu
R	Risto
S	Sakari
T	Tyyne
U	Urho
V	Vihtori
W	Tuplavee
X	Äksä
Y	Yrjö
Z	Tseta
Å	Åke
Ä	Äiti
Ö	Öljy

Miten nimesi kirjoitetaan?
K niin kuin...

Mikä on henkilötunnuksesi loppuosa?
Se on -635D

Muita nimityksiä: sosiaaliturvatunnus, sotu, hetu.

Muistatko myös numerot?

1	Yksi
2	Kaksi
3	Kolme
4	Neljä
5	Viisi
6	Kuusi
7	Seitsemän
8	Kahdeksan
9	Yhdeksän
10	Kymmenen
11	Yksitoista
12	Kaksitoista
20	Kaksikymmentä
45	Neljäkymmentäviisi
100	Sata

TERVEYSKESKUKSESSA

Helsingin kaupungin perusterveydenhuolto

- Terveysasema on pääasiallinen hoitopaikkasi
- Oma terveysasema on yleensä se, joka on lähimpänä kotiasi
- Soita omalle terveysasemallesi, kun haluat varata lääkärille tai hoitajalle ajan
- Terveysasemilla on käytössä takaisinsoittopalvelu, ja sinulle soitetaan takaisin niin pian kuin mahdollista
- Hoitosi tarve arvioidaan ja sinut ohjataan oikeaan paikkaan

Iltaisin ja viikonloppuisin äkilliset sairastapaukset hoidetaan Haartmanin ja Malmin päivystyksissä.

Lähde: Helsingin Kaupunki

SANASTOA

Oire	Tulehdus	Perussairaus
Nuha	Kuume	Lämmönnousu
Yskittää	Vilustua	Flunssa
Huimata	Pyörryttää	Oksettaa
Pahoinvointi	Ripuli	Ummetus
Tartunta	Migreeni	Päänsärky
Sairaskohtaus	Astma	Rytmihäiriö
Korkea verenpaine	Reuma	Diabetes
Masennus	Vaikea hengittää	Kasvain
Kipu	Lihaskipu	Venähtää
Nyrjähdys	Luunmurtuma	Vuotaa verta
Haava	Mustelma	Ihottuma

Minulla on...

- pää
- selkä
- vatsa
- kurkku
- lonkka
- jalka
- nivel
- korva

...kipeä.

Minulla on ollut päänsärkyä...

- kolmen tunnin ajan
- kahden päivän ajan
- viikon ajan
- monta kuukautta
- pari vuotta

Minulla on ollut selkä kipeä neljän päivän ajan.

Minulla on ollut kuumetta viikon ajan.

Minulla on ollut diabetes kolme vuotta.

Omia esimerkkejä:

AJAN VARAAMINEN TERVEYSKESKUKSEEN

Muistilista

- Mikä sinua vaivaa? / Mikä sinulla on? / Millaisia oireita sinulla on ollut?
- Kuinka pitkään näitä oireita on ollut? / Kauan sitä on jatkunut?
- Henkilötunnus / Sosiaaliturvatunnus / Sotu

Hoitaja Nieminen täältä Käpylän terveysasemalta hei!	Hei!
Olitte jättäneet meille soitto- pyynnön. Millaisella asialla soi- titte?	Haluaisin varata ajan lääkärille.
Saisinko henkilötunnuksesi?	Se on 020847-964B
Kiitos. Mikä sinulla on?	Minulla on vatsa kipeä ja minua oksettaa.
Kauan sitä on jatkunut?	Viikon ajan.
Selvä juttu. Seuraava vapaa aika on huomenna kello 8:15. So- piiko se?	Se sopii hyvin.
Hienoa! Eli huomenna aika lää- kärille kello 8:15 huoneessa 116. Ei tarvitse ilmoittautua, lääkäri kutsuu sisään nimellä.	Kiitos, hei hei!
Hei.	

HAMMASLÄÄKÄRILLÄ

Helsingin kaupungin hammashoito

- Varaa aika soittamalla suun terveydenhuollon keskitettyyn ajanvaraukseen 09 310 51400
- Ajanvarauksessa on käytössä takaisinsoittopalvelu
- Ajanvarauksessa hoitosi tarve arvioidaan

Kiireettömän hoidon jonot ovat noin puoli vuotta pitkät. Kiireettömässä hoidossa sinulle lähetetään kirje ennakkoajanvarauksesta.

Kiireellisessä hoidossa sinulle yritetään järjestää hoitoa mahdollisimman pian päivystyksessä. Ilta-, viikonloppu-, ja arkipäivystys sijaitsee Haartmanissa, ja sen ajanvarausnumero on 09 310 49999. Yöpäivystys tapaturmille sijaitsee Töölössä ja sen numero on 040 621 5699. Soita aina etukäteen, jotta hoitosi tarve voidaan arvioida.

Voit saada kiireellistä ensiapua esimerkiksi kun...

- suusi on turvonnut
- et saa avattua tai suljettua suutasi
- et pysty nielemään
- sinulle on käynyt tapaturma, ja olet loukannut suusi
- sinulla on kova särky, johon särkylääke ei auta
- suutasi särkee niin paljon, ettet kykene nukkumaan
- sinulla on haavaumia suussa
- oireisiisi liittyy kuume

Et tarvitse kiireellistä ensiapua jos...

- kipu on lievää, ja siihen tehoaa särkylääke
- hampaasi vihloo kylmälle tai kuumalle
- hammas tai paikka on lohjennut mutta se ei aiheuta ongelmia (esimerkiksi kuumetta tai kovaa särkyä)
- proteesissasi on ongelmia

Lähde: Helsingin Kaupunki

SANASTOA

Avaa suu	len/ikenet	Paikata hammas
Paikka	Hammaslanka	Plakki
Hammaskivi	Porata	Reikä
Proteesi	Hammasraudat	Röntgen
Tulehdus	Tarkastus	Puhdistaa hampaat
Harjata hampaat	Hammaskiven poisto	Suuhygienisti
Hammaslääkäri	Hammasmätä	Käyttää suuvettä

Haluaisin varata ajan...

- hammaslääkärille
- suuhygienistille
- tarkastukseen

Minulta lohkesi hammas eilen.

Proteesini on mennyt rikki.

Minulla on ollut hammassärkyä kolmen päivän ajan.

Omia esimerkkejä:

AJAN VARAAMINEN HAMMASLÄÄKÄRILLE

Muistilista

- Mikä sinua vaivaa? / Mikä sinulla on? / Millaisia oireita sinulla on ollut?
- Kuinka pitkään näitä oireita on ollut? / Kauan sitä on jatkunut?
- Milloin olet viimeksi käynyt hammaslääkärillä?
- Henkilötunnus / Sosiaaliturvatunnus / Sotu

Lahtinen täältä Kivistön terveys- asemalta, hei!	
	Hei!
Olitte jättäneet meille soitto- pyynnön. Millaisella asialla soi- titte?	
	Haluaisin varata ajan hammas- lääkärille.
Saisinko henkilötunnuksesi?	
	Se on 020847-964B
Kiitos. Mikä sinulla on?	
	Minun hammastani särkee, ja minulla on turvotusta.
Kauan sitä on jatkunut?	
	Kahden päivän ajan.
Ahaa. Meillä olisi vapaa aika tä- nään iltapäivällä kello 15:00. Sopiiko se?	
	Se sopii hyvin.
Hienoa! Eli tänään aika ham- maslääkärille kello 15:00.	
	Kiitos, hei hei!
Hei.	

HÄTÄKESKUS JA VAKAVA SAIRASTAPPAUS

Soita hätänumeroon 112 esimerkiksi, kun

- huomaat onnettomuuden
- huomaat tulipalon
- huomaat rikoksen
- tarvitaan ambulanssia
- tarvitaan sosiaaliviranomaista

Älä soita hätänumeroon 112

- kiireettömissä tilanteissa
- kyselytarkoituksessa
- vaarattomissa häiriötilanteissa
- kokeilusoittoja

Lähde: 112.fi

Missä tilanteissa sinä soittaisit hätäkeskukseen?

SANASTOA

Olla sekava	Olla tajuton	Olla loukkaantunut
Olla hereillä	Kylkiasento	Pulssi
Elvytys	Sairaskohtaus	Rintakipu
Äkillinen kipu	Vamma	Hengittäminen on vaikeaa
Onnettomuus	Infarkti	Tapaturma

SOITTAMINEN HÄTÄKESKUKSEEN

Muistilista

- Jos kykenet, soita hätäpuhelu itse
- Mitä on tapahtunut?
- Osoite ja kunta? (Muista tavausaakkoset!)
- Vastaa hätäkeskuspäivystäjän kysymyksiin
- Toimi hätäkeskuspäivystäjän antamien ohjeiden mukaisesti
- Lopeta puhelu vasta, kun olet saanut siihen luvan
- Odota avun saapumista ja opasta tarvittaessa paikalle

Hätäkeskus.	
	Täällä _____. Löysin kadulta makaamasta tajuttoman miehen. Hän tarvitsee ambulanssin.
Hengittääkö hän? Tunnetteko pulssin?	
	Kyllä hän hengittää, tunnen myös pulssin.
Käännä hänet kylkiasentoon. Näkyykö hänessä ulkoisia vammoja?	
	Ei näy, hän vain makaa tässä.
Missä osoitteessa olette?	
	Tämä on Siilitie 6C Helsingissä.
Lähetän sinne ambulanssin. Voisitko jäädä potilaan luo odottamaan?	
	Kyllä voin.
Hyvä. Soittakaa uudelleen, jos tilanne muuttuu. Ambulanssin pitäisi tulla sinne kymmenen minuutin sisään.	
	Selvä.
Voitte lopettaa puhelun.	
	Hyvä. Kiitos, hei hei!

ASUMINEN

SANASTOA

Isännöitsijä	Talonmies	Huoltoyhtiö
Vuokranantaja	Vesivahinko	Tuholaisongelma
Avauspalvelu	Vikailmoitus	Häiriköivä naapuri

Missä tilanteissa sinä soittaisit...

- isännöitsijälle?
- talonmiehelle?

KERROSTALON JÄRJESTYSSÄÄNNÖT

Kerrostalon tärkeimmät järjestyssäännöt

- Talon yhteisissä tiloissa pitää liikkua häiritsemättä muita, ja turhaa oleskelua esimerkiksi rappukäytävässä tulisi välttää.
- Talon yhteisissä sisätiloissa ei saa tupakoida.
- Omia tavaroita saa säilyttää vain niille tarkoitetuissa varastotiloissa, eli esimerkiksi kellarikäytävillä ei saa säilyttää mitään.
- Roskat on lajiteltava oikein ja vietävä niille tarkoitettuun paikkaan.
- Muille asukkaille on annettava asumisrauha.
- Yörauha on iltakymmenestä aamuseitsemään, eli erityisesti silloin pitää yrittää välttää meluamista.
- Omasta asunnosta täytyy pitää huolta, ja vioista tulee ilmoittaa huoltoyhtiölle.

Lähde: Helsingin Kaupungin Asunnot Oy

JOKAMIEHEN OIKEUDET

Jokaisella on oikeus nauttia luonnosta ja hyödyntää sen antimia riippumatta siitä, kenelle maa kuuluu. Tähän poikkeuksena ovat luonnonsuojelualueet. Jokamiehen oikeuksien käyttämisestä ei tarvitse maksaa mitään. Jokamiehen oikeuksien käyttäjän tulee kuitenkin kunnioittaa luontoa, ja suojella sitä parhaansa mukaan.

Sinulla on oikeus

- Kulkea luonnossa jalan, pyörällä, tai hiihtämällä kaikkialla, paitsi pihamaalla ja erityisessä käytössä olevilla alueilla (esimerkiksi viljelty pelto).
- Oleskella hetkellisesti (esimerkiksi telttailla) paikoissa, missä liikkuminenkin on sallittua.
- Marjastaa, sienestää, ja poimia kukkia.
- Kalastaa ongella tai pilkillä.
- Kulkea vesistöissä ja jäällä.

Sinä et saa

- Olla häiriöksi tai tuottaa haittaa muille ihmisille tai ympäristölle.
- Aiheuttaa häiriötä pesiville linnuille tai riistaeläimille.
- Kaataa tai vahingoittaa puita.
- Kerätä jäkälää, sammalta, tai puuta.
- Häiritä kotirauhaa.
- Roskata ympäristöä.
- Ajaa moottoriajoneuvolla (esimerkiksi mönkijällä) luonnossa ilman lupaa.
- Metsästää tai kalastaa ilman tarvittavia lupia.

Lähde: Ympäristö.fi

KELA

Kansaneläkelaitos huolehtii Suomessa asuvien elämisen perusturvasta. Kelan tehtävänä on turvata kaikille asiakkaille perustoimeentulo sekä edistää asiakkaiden turvallista ja itsenäistä elämää. Kelasta saa esimerkiksi lapsilisää ja opintotukea.

SANASTOA

Takuueläke	Kansaneläke	Asumistuki
Ulkomaan eläke	Lääkekorvaus	Vuosiomavastuu
Toimeentulotuki	Harkinnanvarainen	Liite

Lähde: Kela

